

IHE Master's Performance Report

NC A&T University

2012 - 2013

Overview of Master's Program

North Carolina Agricultural & Technical State University (NC A&T SU) offers 10 master's degree programs leading to advanced licensure through the College of Arts and Sciences, the School of Agriculture and Environmental Sciences, the School of Business and Economics, the School of Education and the School of Technology. The programs focus on instructional expertise, knowledge of the learner, research, connecting subject matter and learners, and professional development and leadership. The curricula for master's degree programs are aligned with the North Carolina State Department of Public Instruction guidelines for advanced programs, NCATE, NBPTS, INTASC, as well as the standards of specialized professional associations (SPA's) for the respective content areas. In addition to completing the required coursework, master's degree candidates pass a comprehensive examination and participate in an internship. As an exit requirement, master's degree candidates in teacher education produce a portfolio modeled after the National Board for Professional Teaching Standards (NBPTS) portfolio. Other school personnel licensure areas require candidates to conduct a major action research project in a school and/or produce a product specific to their licensure area. The Master of Arts in Teaching (MAT) program has twelve (12) content areas, which serve as concentrations at NC A&T SU. The Master of Arts in Education (MAED) degree is offered in elementary education and reading. Master of Science (MS) degrees are offered in school counseling, school social work, and instructional technology.

Special Features of Master's Program

The Master of Arts in Teaching (MAT) is a two-phase program designed for completion of initial and advanced licensure. Candidates who have a baccalaureate degree in a content area, but do not have a teaching license, complete the necessary course work to be recommended for initial licensure during Phase I. Candidates complete requirements for advanced licensure as well as the MAT degree in Phase II.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	32	Black, Not Hispanic Origin	90
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	46
	Other		Other	10
	Total	44	Total	149
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	1	Total	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	3
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	16	Black, Not Hispanic Origin	88
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	26	White, Not Hispanic Origin	82
	Other	1	Other	4
	Total	43	Total	179
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	1
	Other		Other	
	Total	1	Total	3

B. Lateral Entry/Provisionally Licensed Teachers refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)	1	1
Special Subject Areas (K-12)		
Exceptional Children (K-12)	3	
Vocational Education (K-12)	10	
Special Service Personnel (K-12)		
Other		
Total		
Comment or Explanation:		

C. Quality of students admitted to programs during report year.

Masters	
MEAN GPA	3.67
MEAN MAT New Rubric	392
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	289
MEAN GRE Traditional	797
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

D. Program completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	1	1		
Elementary (K-6)	2	15		
Middle Grades (6-9)				
Secondary (9-12)	16	9		
Special Subject Areas (K-12)	5	16		
Exceptional Children (K-12)		4		
Vocational Education (7-12)	4	21		1
Special Service Personnel	68	15		
Total	96	81		1
Comment or Explanation:				

E. Scores of program completers on professional and content area examinations.

Specialty Area/Professional Knowledge	2011 - 2012 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Biology (9-12)	2	*
Business Ed	7	100
Elementary Education	21	100
English	2	*
History	1	*
Math (9-12)	1	*
Social Studies (9-12)	1	*
Spec Ed: General Curriculum	9	100
Spec Ed: Learning Disabled	1	*
Technology Ed	2	*
Institution Summary	47	98
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	63	1	5	4	1	1
Masters-First Awarded	24	1		2		1
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	7	19	8	7	8	2
Masters-First Awarded	20	1	2			
G Licensure Only	1					
Comment or Explanation:						

G. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Due to several factors affecting survey responses, survey results will not be reported at the institutional level this year.